Saskatchewan Education

Developments in Indian and Métis Education (1990-91)

The Annual Report of the Indian and Métis Education Advisory Committee

December 1991

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92-06271/

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The Indian and Métis Education Advisory Committee Mandate

The Indian and Métis Education Advisory Committee (IMEAC) makes recommendations and advises Saskatchewan Education through the Indian and Métis Education Branch on the development and implementation of programs of instruction impacting upon Indian and Métis education. The committee provides a means of involving the Aboriginal communities in the decision-making process for education programming, and for soliciting input into the development of courses of instruction. Specifically, IMEAC assists in developments pertaining to:

- the *Indian and Métis Education Policy from Kindergarten to Grade 12 (April 1989)*, and other policy and planning areas;
- *A Five Year Action Plan for Native Curriculum Development (1984)*, and its successor;
- curriculum and instructional resources development in relation to the development and implementation of core curriculum;
- special needs and projects such as the Community Schools Program, Native Studies and Indian Languages programs;
- teacher and administrator pre-service and in-service education; and,
- research and evaluation in relation to Indian and Métis education.

The committee is responsible for nominating representatives to appropriate departmental committees.

Committee Activities

The Indian and Métis Education Advisory Committee held four meetings in 1990-91. The Minister of Education, the Honourable Ray Meiklejohn, attended the January meeting where he was presented with the committee's 1989-90 annual report, *Developments in Indian and Métis Education*. The Minister affirmed the responsibility of ensuring participation of Indian and Métis peoples in curriculum development to assure that student needs are met. IMEAC expressed appreciation for the fact that Saskatchewan Education is a leader in Indian and Métis education. The committee advised that Saskatchewan Education must look forward in times of financial restraint and continue to place a high priority on the various programs in Indian and Métis education.

A number of presentations were made to IMEAC during 1990-91. The College of Education (University of Saskatchewan) Undergraduate Program Committee provided an update on the proposed revisions to the teacher training program. A number of IMEAC representatives to other advisory committees also reported to IMEAC.

Activities and recommendations from the year included:

- sub-committees meeting regularly to work on Indian Languages, Native Studies, Arts Education, Social Studies, English Language Arts, Science and Mathematics, In-service, community schools, and policy;
- work continuing the development of a successor to *A Five Year Action Plan for Native Curriculum Development (1984);*
- a *Glossary of Terms* (draft) and a statement titled *Invitation to Elders* being validated for use by Saskatchewan Education;
- the committee seeking assurances from Saskatchewan Education that structures were in place to ensure that integration of appropriate and sufficient Indian and Métis content and perspectives would occur in all subject areas;
- the re-affirming of the need for compulsory cross-cultural training in pre-service;
- the preparation of a survey based on the recommendations made in the 1984 *Evaluation of the Community Schools Program*;
- the development of a topical framework for Native Studies 30;
- a decision that the annual report should not only highlight developments during the year, but also include Indian and Métis education statistics and identify needs to be addressed.

Policy and Planning

The Indian and Métis Education Advisory Committee spent a significant amount of time working with department staff on the development of a successor to *A Five Year Action Plan for Native Curriculum Development*. Significant progress was made in establishing the direction and in determining the format for the document. It was decided that this document would reflect the expanded role of IMEAC by addressing policy, planning, curriculum and instructional resources, special needs and projects, pre-service and in-service, and, research and evaluation. Further, the need to maintain an historical perspective as well as to articulate recommendations for future developments in Aboriginal education was identified. Finally, the document would serve as a medium to publicize and clarify development processes in Saskatchewan Education.

Important considerations for policy and planning addressed during the year were:

- IMEAC will facilitate consultation with organizations directly involved in Indian and Métis education when Saskatchewan Education revises the *Indian and Métis Education Policy from Kindergarten to Grade 12*. Revisions in the policy are to occur at least every five years.

- IMEAC's annual report will highlight developments during a given year, report annual statistics, and identify needs and proposed activities for department consideration.

Curriculum and Instructional Resources

The Indian and Métis Education Branch has the primary responsibility within Saskatchewan Education for developing, implementing, and monitoring Indian and Métis specific programs. The Indian and Métis Curriculum Development Team (IMCDT) has been established to carry out this mandate.

The IMCDT is comprised of subject specialist writer-developers, in-service consultants, a materials evaluator, and a community schools co-ordinator. The IMCDT is fully involved in all stages of curriculum development. They assist in the integration of Indian and Métis content and perspectives into curricula, the development of special curricula such as Indian Languages and Native Studies, and the identification, development, and evaluation of curriculum support materials.

The Indian and Métis Education Advisory Committee provides advice and guidance to the IMCDT in its efforts. IMEAC would like to thank the Indian and Métis Curriculum Development Team for its work during the 1990-91 year.

Native Studies

Native Studies 10 and 20 have been developed to parallel Social Studies and History development in Core curriculum. Initial work began on Native Studies 30. During the year the following developments occurred in each course.

- ***Native Studies 10.*** Approximately 760 students in 44 provincial and band controlled schools registered in this course. The course was considered to be in an extended pilot/implementation so that any school wishing to offer the course could do so without the documents being in final form. All documents were finalized during the 1990-91 year.

  Native Studies 10 examines the traditional, historical, and contemporary societal structures and practices of Indian, Métis, and Inuit peoples in Canada and Saskatchewan. Units have been developed as a cultural continuum examining the spiritual, family, political, economic, educational, and social lifestyles of Indian and Métis peoples.

- ***Native Studies 20.*** Nineteen provincial and band controlled schools and approximately 300 students participated in the Native Studies 20 pilot. Curriculum documents will be finalized by June 1992.

This holistic resource based course examines contemporary issues of concern to Canadian and international Indigenous peoples. Thematic units explore the concepts of self-determination and self-government, development, and social justice.

- ***Native Studies 30***. Preliminary work commenced on the development of a topical scope and sequence in preparation for course development and a 1992-93 pilot. The course content focuses upon the concepts of Aboriginal and treaty rights with four units being proposed: land entitlements and land claims; political autonomy and constitutional change; economic development; and, social development.

All courses are supported by diverse case studies and readings in student and teacher packages.

Indian Languages

Development of a grades 4 to 6 Indian languages curriculum guide began in preparation for a 1991-92 pilot. This work was done through a contract with Northern Lights School Division.

Curriculum development is based upon a number of guiding principles. The Indian Languages Curriculum Guide will:

- be written in English and used by all language groups in the province;
- be based upon relevant cultural themes;
- utilize a communicative approach. There will be a whole language orientation to instruction;
- focus on second language instruction; and,
- use standard Roman orthography in languages where it has been established.

It must be noted that few instructional resources presently exist to support instruction in an Indian languages curriculum. All parties interested in the Indian languages curriculum will be encouraged to co-operate in the development or identification of language specific resources. It should be noted that a need also exists for teachers to be able to acquire Indian language teaching majors through the universities. Universities are encouraged to offer sufficient classes for this to occur.

The following chart shows that almost 3400 students studied an Indian language in provincial schools in 1990-91. Eighty-four percent of the students studied Cree while nine percent and seven per cent respectively studied Dene and Saulteaux. It should be noted that 65% of these students were in Northern Lights School Division.

Language	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Dene		64	48	40	25	32	34	39	12	20				314
Saulteaux	1	25	36	30	22	18	17	17	31	21				218
Cree	238	446	336	337	326	227	172	148	191	145	129	84	25	2804
Total	239	535	420	407	373	277	223	204	234	186	129	84	25	3336

English Language Arts

Work continues on the integration of Indian and Métis content and perspectives into the new grades 1-5 English Language Arts Curriculum. Revisions were provided to the Language Arts Development Team with respect to the following: curriculum aim, rationale and philosophy, core curriculum component and initiative statements, goals, foundational objectives, learning objectives, and instructional strategies.

The Language Arts consultant also:

- produced an *English as a Second Language and Dialect Statement* for inclusion in the *Instructional Guidelines* section of the curriculum;
- had input into the *English Language Arts Administrators' Package* and the script and production of the English Language Arts language development video;
- participated in the revision of the *Reading Process, Writing Process,* and *Response to Literature* support documents, and was given the responsibility of revising the *Reading Process* in its entirety;
- participated in English Language Arts pilot inservice, with a particular emphasis on the use of Indian and Métis content and perspective based resources in varied instructional contexts.

A variety of resources, both student and professional, were evaluated for the grades 1-5 curriculum. In addition, a number of new selections by Indian and Métis writers were added to the interim *English Language Arts 10-12 Bibliography*. These selections encompass myths, short prose, non-fiction and poetry. The Language Arts consultant also revised a statement titled the *Invitation of Elders*, that will be integrated into the English Language Art's grades 1-5 bibliography.

Research on the impact of traditional classroom discourse and literacy instruction on Aboriginal students has been synthesized. Such research assists teachers in developing an awareness of the pedagogy and related instructional approaches that simultaneously develop language and social responsibility in **all** students.

Sciences and Mathematics

The Science-Technology-Society-Environment (STSE) focus in science education has continued to be particularly conducive to the integration of Indian and Métis perspectives about the earth and its peoples.

The elementary Science curriculum commenced implementation in the fall of 1990. The response to the key resource, *Keepers of the Earth*, has been overwhelmingly positive. This collection of Indigenous stories encourages understanding and learning from various cultures in North America.

The Science 10 curriculum was finalized for implementation in the fall of 1991. This course has two core units, *Earth/Environmental Science* and *Science Challenge,* that provide teachers with opportunities to incorporate Indian and Métis perspectives.

The STSE focus has provided opportunities for integration in the senior sciences which were piloted in 1990-91 and the middle years sciences developed during the year.

The elementary Mathematics curriculum entered its first year of pilot in 1990-91. This curriculum includes opportunities to integrate Indian and Métis perspectives and promotes the integration of Mathematics into other subject areas.

Arts Education

Developers of the elementary Arts Education curriculum, which completed the final year of pilot in 1990-91, have successfully integrated Aboriginal content and perspectives into the document. This course demonstrates that concepts specific to a discipline may be taught using Indian and Métis content and perspectives.

A number of resources have been developed to support this curriculum. A slide kit of visual artists from Saskatchewan, entitled *Saskatchewan Art Works: A Visual Art Resource for Kindergarten to Grade 8,* is one such support. Works of Bob Boyer, Ruth Cuthand, Michael Lonechild, Gerald McMaster, Edward Poitras, and Allen Sapp have been integrated into the kit.

A *Métis Dances Kit (K-9)* was distributed to schools in early 1991. The Gabriel Dumont Institute has developed a teaching video, *Steps in Time: Métis Dance,* to support this kit. Work continued during the year on another support package, *Let's Dance: Indian Social and Cultural Dances*.

The Northern Education Division has recently completed a slide and poster kit, *Inuit, Métis and Indian Art*, that also supports this curriculum. This kit will be distributed to all provincial schools in northern Saskatchewan. A limited number of copies will be available from the Book Bureau.

Social Studies

Final revisions were made to grade 9 Social Studies in 1990-91. The course, which is titled *Roots of Society*, includes one unit that deals extensively with Indian peoples in Saskatchewan prior to contact. The accompanying teacher activity guide and custom designed textbook, *Roots of Society*, contain significant sections to support this unit. Aboriginal content is also integrated into two other units of the course.

Social Studies 10 and History 10 were both piloted in 1990-91. Integration has occurred in these courses with the inclusion of topics such as entrepreneurship of the Cree in Northern Saskatchewan in a Social Studies unit on contemporary economic development, and the Six Nations Confederacy in the History course.

Curriculum development was also undertaken in grades 4, 5 and 11 Social Studies.

Other Courses of Study

The Indian and Métis Curriculum Development Team provides advice and feedback to curriculum developers in all areas to assist in integrating appropriate Indian and Métis content and perspectives.

The Grade 10 Wellness course, which was developed for pilot in 1991-92, is represented by a model that identifies the dimensions of wellness as being social, spiritual, mental, and physical. This conceptualization of wellness fits with the traditional Aboriginal perspectives of harmony and balance as embodied within the circle of life.

The secondary level Accounting courses include sections on Indian band accounting procedures. Aboriginal businesses are identified throughout the courses.

Materials Evaluation

Resources that contain Indian and Métis content and perspectives continue to be previewed and evaluated for inclusion in department bibliographies.

Draft bibliographies were started for Native Studies 20, Science (10-12), Social Studies (10-12), Arts Education (9-12), Wellness 10, Indian Languages (4-6), Social Studies (K-6) and Mathematics (K-5).

Elementary Science, Elementary Arts Education, Elementary English Language Arts (to be printed in 1992), Science 10, English Language Arts 10, 20, 30, and Social Studies grades 7-9 bibliographies now have Indian and Métis resources integrated into them. The Native Studies 10 bibliography is also complete. Bibliographies were prepared with input from the Indian and Métis Curriculum Development Team.

Workshops were conducted on evaluating materials for stereotypes and selecting bias-free materials. Teachers, librarians and other educators received information and practical ideas on resource acquisition. Efforts have been made to work with publishers to provide them with appropriate guidelines.

Community Schools Program

Nineteen schools in Prince Albert, Saskatoon and Regina have community school status. In 1990-91 about 5,000 students attended community schools. Approximately 50% of the children were of Indian or Métis ancestry.

A survey of community school administrators and co-ordinators based on the recommendations in the *Evaluation of the Community Schools Program* (1984), was conducted in 1990-91. These recommendations covered a wide range of topics that included staffing, professional development, roles, programming, and funding allocations. Responses to the survey showed that varying degrees of progress had been made towards achieving 23 of the 31 recommendations. Where no significant progress had been made towards achieving a recommendation, consideration must be given for circumstances and issues.

The Community Schools nutrition programs were enhanced during the 1990-91 year with an additional grant to support the nutrition program from the Family Foundation.

As of April 1, 1991, the Community Schools program was relocated from the Field Services Branch of Saskatchewan Education to the Indian and Métis Education Branch in the Curriculum and Instruction Division. This move is seen as a reflection of the priority placed on Indian and Métis education within the Community Schools program.

Pre-Service and In-Service

Pre-Service

IMEAC had the opportunity to discuss the teacher preservice program at various times in 1991. A number of key issues were discussed.

- Representatives from the Undergraduate Program Committee, College of Education, University of Saskatchewan, updated IMEAC on the proposals for a revised teacher training program. The committee was pleased to note that the College of Education is aware of the diversity of issues related to Indian and Métis educational areas and was emphasizing cross-cultural education in its program proposal.

- IMEAC was concerned that the relocation of the Indian and Northern Education Program within the College of Education at the University of Saskatchewan would jeopardize opportunities for cross-cultural education and research into Indian and northern education issues.

- The committee emphasized the importance of the Aboriginal Teacher Education Programs to the Minister of Education.

- Successful teaching of Indian languages at the K-12 level requires that teachers be able to obtain Indian language teaching majors.

In-Service

The Indian and Métis Education Staff Development Program has successfully completed its first year pilot with fourteen participating schools. Each community identified its specific needs, then addressed them in various ways that included discussions, meetings, workshops, and cultural events. The Saskatchewan Education consultants were called upon as needed.

The program uses a model of community development adapted from the Four Worlds Development Project in Lethbridge, Alberta, to initiate change. Education is viewed as a process of human development within the cultural community. Change occurs as a result of reflection and planned action according to self-determined needs. Use of this model establishes local ownership and control, and provides opportunities for the realization of human potentialities.

Resources are identified and organized into six areas according to the initiatives outlined in the *Indian and Métis Education Policy from Kindergarten to Grade 12 (April 1989).* Resources include readings, activities, and references relating to:

- Indian and Métis Awareness
- Developing Participation of Indian and Métis Peoples
- Cross-Cultural Education
- Materials Evaluation
- Instructional Methods and Strategies
- Processes and Framework for Development

Each school team piloting the Indian and Métis Education Staff Development Program is involved over a three year period with gradually decreasing involvement by the Saskatchewan Education team. Participating teams attended a three day summer seminar and worked closely throughout their first year with the inservice consultants. Networking meetings for sharing experiences, providing support to school teams, and establishing regional networking groups were held in Saskatoon and Prince Albert.

The Inservice Consultants deliver workshops and inservice in addition to the staff development program. In 1990-91 school staffs, university students and staff, and STF subject councils were among the workshop audiences.

Research and Evaluation

Research and evaluation were discussed in 1990-91 in the context of updating *A Five Year Action Plan for Native Curriculum Development* and as a result of a report from IMEAC's representative to the Curriculum Assessment Reference Committee and the Education Indicators Advisory Committee. The Advisory Committee believes:

- it is important that resources be available for research as the Indian and Métis Curriculum Development Team must know what is occurring in Indian and Métis education both in Saskatchewan and Canada.

- Saskatchewan Education should increase its emphasis on evaluation of Indian and Métis education initiatives as it is important to know the degree to which objectives of particular initiatives are being attained; and,

- evaluators should be aware that the applicability of school effectiveness literature to Indian and Métis education is a concern when social and economic factors are not considered.

Appointments to Advisory Committees

The Indian and Métis Education Advisory Committee recognizes the collaborative process followed by Saskatchewan Education through its establishment of advisory committees. IMEAC is responsible for nominating representatives to appropriate department advisory committees. These representatives assist committee members to better address Indian and Métis education issues. IMEAC would like to thank its representatives for their commitment to Aboriginal education.

Accreditation and Provincial Examinations Review Committee
L. Goulet, Department Head of Indian Education
Saskatchewan Indian Federated College

Advisory Committee on Student Retention
M. Stoney, Director, Language and Curriculum
Saskatchewan Indian Languages Institute

Advisory Committee on Women in Education
R. Tsannie, Teacher
Wollaston School

Arts Education Curriculum Advisory Committee
R. Trottier, Faculty
College of Education
University of Saskatchewan

Business Education Curriculum Advisory Committee
J. Logan, Assistant Professor
Saskatchewan Indian Federated College

Curriculum Assessment Reference Committee
A. Ducharme, Faculty
Northern Teacher Education Program

Education Indicators Advisory Committee
A. Ducharme, Faculty
Northern Teacher Education Program

Education Programs and Policies Advisory Committee
E. Cook, Consultant
Northern Lights School Division #113

English Language Arts Curriculum Advisory Committee
M. Heit, Faculty
Saskatchewan Indian Federated College

Health Education Curriculum Advisory Committee
J. Orr, Faculty
Northern Teacher Education Program

Home Economics Curriculum Advisory Committee
S. Feschuk, Senior Health Educator
Northern Health Services Branch

K-12 Mathematics Curriculum Advisory Committee
H. Flett, Vice Principal
Dene High School

K-12 Science Curriculum Advisory Committee
R. Wells, Teacher
Kitsaki School

Kindergarten Curriculum Advisory Committee
T. Custer, Consultant
Northern Lights School Division

Physical Education Curriculum Advisory Committee
C. Sutherland, Teacher
John Paul II Collegiate

Program Evaluation/Student Evaluation Advisory Committee
L. Pelly Landrie, President
Saskatchewan Indian Cultural Centre

Social Sciences Curriculum Advisory Committee
G. Mehlmann, Assistant to the President
Saskatchewan Indian Federated College

Student and Career Development Advisory Committee
L. Njaa, Faculty
College of Education
University of Saskatchewan

Indian and Métis Education Advisory Committee Membership

College of Education
University of Saskatchewan
Lloyd Njaa
College of Education

Community Schools Association
Rick Kotowich, Coordinator
Sacred Heart Community School

Gabriel Dumont Institute (GDI)
Murray Hamilton, Coordinator
SUNTEP Saskatoon

Mike Relland, Coordinator
SUNTEP Prince Albert

Anne Dorion, Curriculum Developer
Gabriel Dumont Institute, Regina

Indian and Northern Education Program (INEP)
Cecil King, Department Head
University of Saskatchewan

Indian Teacher Education Program (ITEP)
Orest Murawsky, Director

League of Education Administrators, Directors and Superintendents (LEADS)
Glenn McKenzie, Assistant Regional Director
Northern Division, Saskatchewan Education

Northern Teacher Education Program (NORTEP)
Earl Cook, Consultant
Northern Lights School Division

Saskatchewan Indian Federated College (SIFC)
Gloria Mehlmann
Academic Vice-President

Saskatchewan Indian Languages Institute
Linda Pelly-Landrie, President
Saskatchewan Indian Cultural Centre

Saskatchewan School Trustees Association
Barry Bashutski, Director
Education and Research

David Seright, Trustee
Northern Lights School Division

Joan Halford, Trustee
Indian Head School Division

Saskatchewan Teachers' Federation (STF)
Karon Shmon, Consultant
Saskatoon School Division No. 13

Rita Bouvier, Executive Assistant
Saskatchewan Teachers Federation

Lily McKay-Carriere, Teacher
Charlebois School

Marie Maurice, Teacher
Bishop Roborecki Elementary

Rosalie Tsannie, Teacher
Wollaston Lake School

Saskatchewan Urban Native Teacher Education Program (SUNTEP)
James McNinch, Director

Indian and Métis Curriculum Development Team Members 1990-91

Barry Eidsness	Director, Indian and Métis Education Branch
Maureen Storey-Bishoff	Arts Education Consultant
George Smadu	Community Schools Consultant
Dave Hutchinson	English Language Arts Consultant
Marion Cocarell	In-Service Education Consultant
Julie Nagy	In-Service Education Consultant
Win Sebelius	Materials Evaluation Consultant
Les Segal	Native Studies Consultant
Heather Stenerson	Science Education Consultant
Perry Lavallie	Co-ordinator, Social Studies Consultant